R E P O R T R E S U M E S

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SUMMER MIGRANT PROJECT, UNIFIED SCHOOL DISTRICT NUMBER 467, WICHITA COUNTY, LEOTI, KANSAS. EVALUATION REPORT.

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THE UNIFIED SCHOOL DISTRICT 3467 CONDUCTED A SUMMER REMEDIAL PROGRAM FOR 121 MIGRANTS AND 19 NON-MIGRANTS IN CO-OPERATION WITH THE LEOTI COMMUNITY SERVICES AND THE LOCAL OFFICE OF ECONOMIC OPPORTUNITY. THE PROJECT OFFERED A HEALTH AND FOOD SERVICE IN ADDITION TO THE EDUCATIONAL CURRICULUM. THE CURRICULUM FOR GRADES KINDERGARTEN THROUGH 6 WAS ACADEMIC, SOCIAL, AND PHYSICAL IN NATURE, CONSISTING OF ART CLASSES, RHYTHM BAND, FIELD TRIPS, READING, ARITHMETIC (COMPUTATION, PROBLEM SOLVING), AND LANGUAGE. THE EDUCATIONAL NEEDS, PROGRAM OBJECTIVES, AND CLASSROOM PROCEDURES ARE DISCUSSED. STUDENT EVALUATION WAS PERFORMED THROUGH WEEKLY NOTATIONS, TEACHER CONSTRUCTED TESTS, AND PRE-AND POST-FORMS OF THE METROPOLITAN ACHIEVEMENT TESTS IN READING, ARITHMETIC, AND LANGUAGE. DISCUSSION IS PRESENTED OF THE PROGRAM'S EFFECTIVENESS, ACHIEVEMENTS OF THE PROGRAM, STAFF, LOCAL DISSEMINATION, AND INSERVICE TRAINING. INCLUDED ARE 30 CHARTS RELATING DATA OF TESTS RESULTS, ATTENDANCE, FOOD SERVICE, AND THE FINANCIAL REPORT. (JH)

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ED019162

EVALUATION REPORT

Summer Migrant Project

Unified School District #467
Wichita County
Leoti, Kansas

ALTON E. HARRIS

RC 001 429

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INTRODUCTION

The plight of the child of migrant agricultural workers in the classrooms of our school system has caused growing concern on the part of the staff, administration, and others in the community. The growing concern has no doubt been related to the increased numbers of the children which certain attendance centers in our district have experienced over the past six years.

In the earlier stages of development of a summer program of educational activities for these children, the school district was not involved. Three summers ago a local Community Action Program was developed to work with this group. Prior to the organization of this agency, the local churches had provided a summer program which was keyed to more or less a mission approach. With the increasing numbers of migrant children enrolled and the unification of several elementary schools into one school district, Unified School District No. 467, the board of education and the administration began developing a means of providing for a summer remedial program for migrant children. This was approached in cooperation with Leoti Community Services, the local Community Action Agency. The school district's program was funded through Title I of P.L. 89-10 in the summer of 1966. The added funds available under this legislation provided a means of concentrating on developing more adequate levels of achievement and more desirable attitudes toward peers, teachers, school and the community for this group. The program which was initiated in the summer of 1966 was exploratory in many ways. However, it provided valuable experiences and some comparative data which we feel has been of great benefit in developing our approach to this educational endeavor for the summer of 1967. The intent of this evaluation is to be concerned with the strengths and weaknesses, the success and failures of the 1967 program, however, in order that this might be accomplished it is necessary in several instances to use the previous summer program as a case of comparison. Hopefully, the awareness gained in the previous program will be beneficial in our being able to take a more in depth look at the present program.

The Physical Program and Co-operative Community Action Agency

The physical set-up of the program has centered basically around the needs of the migrant pupils. The kindergarten and primary levels have had only two or three exceptions in each classroom. It should be noted that more regularly enrolled pupils were included at the fith-sixth grade levels. This was accomplished with few problems and was necessary because our basic Title I summer project dealt only with students who had deficiencies in reading and/or arithmetic. The non-migrant pupils who were enrolled throughout the project had many of the same basic problems that the migrant pupils have, namely a need for additional help in the areas of phonics, spelling, word recognition, and basic social studies. The program further included reading, arithmetic, art and rhythm band. (Refer to page 9 for details) The rhythm band has a two fold purpose: (1) to orient all students to theory and practice of musical rhythm (2) to identify capable students and hopefully develop an interest on the part of the student for continuing to advance in the school's instrumental music program. As noted previously the aim for both migrant and non-migrant is to develop the pupil so that they may function successfully in the regular classroom.

It should be noted that our project is operated in co-operation with a day care center project maintained with Lecti Community Services, a local OEO organization. This organization uses school plant facilities and in return co-operates on a cost sharing agreement with the school district in the areas of food service, plant operation, and scheduling of classes. In effect, the school district takes school age migrant youngsters from the day care program and works with them from 8:00 a.m. until 2:00 p.m. each day.

Services Provided For Migrant Children

The 1967 summer project attempted to refine the services previously offered. These were related to health and food services as well as those of an educational nature. The Migrant Health Section of the State Department of Health made regular visits in the afternoon program.

These visits were for the purpose of examination, immoculation, and education. The food service remained essentially as it was under our previous program. The school district employed a supervising cook to plan menus, do the necessary food service accounting, and advise the migrant women from Leoti Community Services on group cooking problems which arose.

Educationally three additional areas or supporting areas of the curriculum were added: (1) art classes for grades K-6 (2) rhythm band was offered to students in grades 3-6 (3) added emphasis was placed on providing field experiences to support the classroom experiences of the students.

As noted under attitudes, no great fluxuations in attendance were noted. Simply stated, the attendance was apparently more stable than in the last summer project. (Refer to Project Data, Page 4)

PROJECT DATA

The following is a composite of attendance figures for the summer, 1967 program. It should be noted that a group of non-migrant pupils were included in this group. Reporting seperates the two groups.

ALL STUDENTS ATTENDANCE

Total Number of Students Enrolled (Migrant and Non-Migrant)	140
Total Days in Attendance (All Students)	3,355
Total Days Absent (All Students)	492
Average Daily Membership (All Students)	98
Average Daily Attendance (All Students)	86
Relationship ADA/ADM (All Students)	87.7%

MIGRANT ATTENDANCE

Total Number of students Enrolled	121
Total Days in Attendance	2,755
Total Days Absent	467
Average Daily Membership	82
Average Daily Attendance	70.6
Relationship ADA/ADM	86.6%

NON-MIGRANT ATTENDANCE

Total Number of Students Enrolled	19
Total Days in Attendance	600
Total Days Absent	25
Average Daily Membership	16
Average Daily Attendance	15.5
Relationship ADA/ADM	96.8%

Educational Needs of Migrant Children

The following is a listing of needs which our summer migrant program staff and supervisor developed. These needs were identified by (1) teacher observations (2) Standardized tests - principally the Metropolitan Achievement Series (Grades 1-6) (3) Teacher developed tests - both oral and written (4) Classroom progress and incentive charts.

The educational needs of the migrant children are:

(1) Need for an adequate English vocabulary.

(2) Need for acquiring listening skills.

(3) Need for adjustment to classroom situation by:

  (A) Identification with class peers

  (B) Respect for other pupils' ideas, privileges, and rights

  (C) Developing a desire for education which should develop more regular attendance and general enthusiasm for school.

(4) Need for the pupil to recognize consistent self and group discipline.

(5) Better rest habits at home.

(6) Need for appreciation for and understanding of the individual's role in the community.

NOTE:

It is felt that underlying all of these needs is the need for more parental awareness and interest in the child, his school work, problems, and accomplishments.

Objectives Of The Program

The objectives of the project generally centered around the previously identified needs of this group of children. Broadly stated, the objectives were:

(1) To promote oral and written English language developement.

(2) To develop listening skills appropriate to the child's level of achievement.

(3) To help the child adjust to the classroom situation. [illegible] school term classroom as well as the project classroo

(A) Helping the pupil identify with other class membe work and related activities.

(B) Developing learning situations whereby the pupil respect for other individuals, their ideas, right privileges.

(C) Take each student at the level on which he is ope progress from that point in such a way as to prov school experiences which will cause him to find i incentive to attend school.

(4) To promote a school atmosphere which would be conducive pupils gaining self and group discipline which is nece maintain a learning situation.

(5) To develop better rest habits by providing quiet rest school. Also to promote more healthful eating habits a "Type A" lunch for pupils.

(6) To develop learning situations in the school and in th for the pupils so that they will recognize, appreciate stand their role (responsibilities and privileges) in community.

(7) To develop and promote in any possible more parental and interest in the pupils, their school work, problem accomplishments.

Classroom Procedures

The classroom procedure which we have found to be of greatest be the bi-lingual teacher aide for each classroom teacher. Ideally it w most desirable to employ staff members who were themselves bi-lingual is rarely the case in our section of the country. Besides greatly ex communication between the teacher and the child, the aide also provid needed assistance for the classroom teacher in small group and indivi activities. Although our class sections are identified by grade leve guiding philosophy in our program is to take the child where we find progress from that point toward the goal of preparing the child so th may operate in a regular school classroom.

We feel that by maintaining a classroom atmosphere and helping the children adjust to this, we are doing what must be done to assure their success in school experiences.

The observation of changing attitudes (i.e. more self discipline, higher interest levels, more respect for the teacher and more concern for abiding by the rules of school behavior) bears out the success of the above. This is not intended to mean that all problems are solved, but in view of the above indications, it is felt that we have begun moving in the right direction.

Most Effective Activities By Grade Level

A. Kindergarten through grade 3

(1) Dramatization of simple stories
(2) Visits to room from workers around them - e.g. custodian
(3) Filmstrips of sounds
(4) Picture cards of stories
(5) "Bingo game" - learning words on primer and pre-primer levels
(6) Illustrations drawn on board
(7) Reader's Digest Skill Builders
(8) Electrical Map
(9) Field trip to Garden City - Visit feed lots, historical hotel, and industrial plant

B. Grades 4 through 6

(1) Reader's Digest Skill Builders
(2) Electrical map
(3) Softball
(4) Filmstrips
(5) Field trip to Garden City - Visit feed lots, historical hotel, and industrial plant
(6) Independence Day Party

Subjective Measurements

As noted in the staff evaluation of the project, subjective measurements related to pupil growth and improvement took on several approaches. The primary approach to this was the weekly notations on each student which were developed by the classroom teacher with the assistance of the teacher aide. Other means used were progress charts and pupil included planning sessions. The latter was particularly applicable to the upper grade pupils.

The subjective data available indicated that success was readily observable in the program. The academic, social and physical attributes of the participating pupils which are noted tend to bear this out.

In the initial phases of developement, the summer program of 1966 which was strictly for migrant children, drew considerable criticism from certain elements in the community. It is felt that a certain amount of the former criticism still exists, however, considerable progress has been made in relating the educational problems of the migrant pupils to the local school situation. This is resulting in a growing awareness on the part of many persons in the community that this is one of the problems that must be solved in order to improve the quality of education for all pupils who attend the attendance centers which have a concentration of the migrant pupils. Our program deviated somewhat to include several non-migrant youngsters at the upper grade level. These pupils as noted earlier had many educational problems in common with the migrant pupils. Seemingly out of our including these non-migrant pupils and also due to expansion of our Title I remedial reading and arithmetic program for the summer, an attitude of acceptance is developing in the community.

It is quite obvious that the staff, who have finished two summers work with the migrant youngsters, has had some changing attitudes. From the Project Supervisor's observations, the teachers were much more capable of understanding the pupils' educational problems and more aware of means of approaching a solution to these problems. Needless to say, the students attitude reciprocated with an observable improvement in the attitude of the pupils' respect and appreciation of the teachers.

By and large, it seems that a very positive attitude toward the improvement of the educational level of the migrant and non-migrant pupil is developing. This, based on the above general observations and those found elsewhere in this evaluation, is reflected in the attitudes of the teachers, parents, resident children and many members of the community in general.

General Program Effectiveness

Basically our summer migrant program for 1967 followed the same organizational pattern as that of 1966. The following were exceptions:

(1) Art was added to the curriculum. For this addition an art teacher was added to the summer staff. This proved to be a valuable educational experience for all students.

(2) Rhythm Band was added to the curriculum. On the surface this activity was simply to develop more understanding of the use of rhythm in music, however, it is hoped that by this experience, some of the pupils will become more confident in their musical ability and thereby attempt to become involved in the school's instrumental music program.

(3) Added emphasis on field experiences. This addition proved to be of considerable value in enriching the classroom experiences of the pupils.

Evidence of the affect these additional activities had on the attitudes of the students is documented in the following observations of the Project Supervisor.

> On one occasion the supervisor was visiting the homes of the few migrant children who were not attending the summer program. At one of the homes a boy of eleven years was seen. He had attended the previous summer on a sparodic basis. The supervisor informed him of the added curriculum features and noted that if he chose, he might wish to enroll in the summer program. Without further adieu, the supervisor left. The next day the boy came to school by himself and enrolled. The following day, the boy told the supervisor, "You were right, I really enjoy school this summer", despite the fact that the youngster moved with his parents shortly after, it remains that the boy found something in the school that provided interest and incentive.

> Another occasion which reflects the impact of the added activities in the curriculum centers around a migrant boy in the fifth grade room. When the teacher asked the students (including both migrant and non-migrant) in the room to write of some imaginary conversation, most students chose to write about worms and wierdoes, this boy resorted to a recent lesson on the types of rhythm instruments and related an imaginary conversation between the violin and the cello.

In addition to the above, the attendance statistics of the migrant children reveal that those who enrolled stayed in school more regularly and longer. The summer of 1966 yielded 136 pupils enrolled and an average daily attendance of 66 pupils, an average daily membership of 79, with the relationship between the two of 83%. By comparison, the summer program of 1967 enrolled only 121 migrant pupils, these maintained an average daily attendance of 70.6, an average daily membership of 82, and a relationship between the two of 86.6% (Refer to Project Data, P. 4)

Gains Noted As A Result Of The Summer Project

The following are general gains which have been noted by all of those staff members involved in the work of the summer project. The basis for some is derived from standardized and teacher testing, others are based on staff observation and records.

Academically

(1) Increased vocabulary and some language improvement

(2) More creativeness - due both to classroom activities as well as the art and music activities.

(3) More awareness in the observation of details relating to the work at hand.

(4) Improvement in listening skills - both directions and class discussion.

(5) Improvement in the ability of students to study more independently.

(6) Kindergarten level developed appreciation for more rhymes and songs.

(7) Definite gain in the ability of oral self-expression.

(8) Gain in enthusiasm for school work and school attendance.

Socially

(1) More awareness of the need for cooperating with the teachers and peer group - respect for others.

(2) Ability of students to discipline themselves so as not to disrupt other pupils' class recitation showed considerable improvement.

(3) Considerably more self-discipline and composure among pupils in comparison to previous summer program.

(4) Better manners.

(5) Better restroom behavior and attitude toward fixtures and supplies.

(6) More understanding and respect for persons in authority.

Physically

(1) More muscular co-ordination in mechanical processes in the classroom.

(2) Fewer cases of illness.

(3) Younger pupils learned the fundamentals of brushing their teeth.

(4) A definite observable improvement in grooming and personal appearance.

TEST DATA

Table No. 1 Grade 1 Reading - Metropolitan Achievement Test

June,, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	5	2	5	7	19
Post-Test: Form B	2	4	9	13	28

Pre-Test: Mean 19 - S. D. 7.79 Post-Test: Mean 22 - S. D. 7.6

TEST DATA

Table No. 2 Grade 1 Arithmetic - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	5	2	5	7	19
Post-Test: Form B	8	3	1	12	24

Pre-Test: Mean 44 - S. D. 10.46 Post-Test: Mean 40 - S. D. 17.78

TEST DATA

Table No. 3 Grade 2 Reading - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	3	5	4	3	15
Post-Test: Form B	4	1			5

Pre-Test: Mean 27 - S. D. 9.86 Post-Test: Mean 17 - S. D. 3.69

TEST DATA

Table No. 4 Grade 2 Arithmetic - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	1	3	5	6	15
Post-Test: Form B	1	1		1	3

Pre-Test: Mean 55 - S. D. 8.68 Post-Test: Mean 46 - S. D. 12.66

TEST DATA

Table No. 5 Grade 3 Reading - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	7	7			14
Post-Test: Form B	11	4			15

Pre-Test: Mean 15 - S. D. 4.6 Post-Test: Mean 15 - S. D. 4.84

TEST DATA

Table No. 6 Grade 3 Arithmetic - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	7	5	1	1	14
Post-Test: Form B	12	1			13

Pre-Test: Mean 16 - S. D. 7.48 Post-Test: Mean 13 - S. D. 3.76

TEST DATA

Table No. 7 Grade 3 Arith. Prob. Solv. Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	12			1	13
Post-Test: Form B	12				12

Pre-Test: Mean 7 - S. D. 5.56 Post-Test: Mean 4 - S. D. 1.87

TEST DATA

Table No. 8 Grade 3 Language - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	8	3	3		14
Post-Test: Form B	7	6	2		15

TEST DATA

Table No. 9 Grade 4 Reading - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	3	1			4
Post-Test: Form B	5	1			6

Pre-Test: Mean 14 - S. D. 6.81 Post-Test: Mean 21 - S. D. 3.7

TEST DATA

Table No. 10 Grade 4 Arith. Comp. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	4				4
Post-Test: Form B	2		1	3	6

Pre-Test: Mean 19 - S. D. 3.9 Post-Test: Mean 34 - S. D. 12.94

TEST DATA

Table No. 11 Grade 4 Arith. Prob. Solv. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	4				4
Post-Test: Form B	3		2	1	6

PRE-Test: Mean 5 - S. D. 4.54

TEST DATA

Table No. 12 Grade 4 Language - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	3	1			4
Post-Test: Form B	1	4	1		6

TEST DATA

Table No. 13 Grade 5 Reading - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	1	1		1	3
Post-Test: Form B	2				2

Pre-Test: Mean 24 - S. D. 8.83 Post-Test: Mean 13 - S. D. 3.0

TEST DATA

TABLE NO. 14 Grade 5 Arith. Comp. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A			1	2	3
Post-Test: Form B				2	2

Pre-Test: Mean 31 - S. D. 2.58 Post-Test: Mean 32 - S. D. 3

TEST DATA

Table No. 15 Grade 5 Arith. Prob. Solv. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A			1	2	3
Post-Test: Form B			2		2

Pre-Test: Mean 32 - S. D. 6.02 Post-Test: Mean 27 - S. D. 2

TEST DATA

Table No. 16 Grade 5 Language - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A		2	1		3
Post-Test: Form B	1		1		2

TEST DATA

Table No. 17 Grade 6 Reading - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	3	4	3		10
Post-Test: Form B	1	3	5	1	10

Pre-Test: Mean 23 - S. D. 7.41 Post-Test: Mean 24 - S. D. 5.21

TEST DATA

Table No. 18 Grade 6 Arith. Comp. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	2	2	4	2	10
Post-Test: Form B	1	2	2	5	10

Pre-Test: Mean 29 - S. D. 8.43 Post-Test: Mean 30 - S. D. 9.85

TEST DATA

Table No. 19 Grade 6 Arith. Prob. Solv. - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	2	6	1	1	10
Post-Test: Form B	2	4	4		10

Pre-Test: Mean 27 - S. D. 5.37 Post-Test: Mean 26 - S. D. 6.21

TEST DATA

Table No. 20 Grade 6 Language - Metropolitan Achievement Test

June, 1967 - Form A -- August, 1967 - Form B

	NUMBER OF STUDENTS				
	25th %	50th %	75th %	99th %	Total Tested
Pre-Test: Form A	1	6	2	2	11
Post-Test: Form B	2	6	4		12

It should be noted that the achievement testing tables noted are based on all pupils in the summer project who took either of both the pretest and the post-test. The following represents a summary of pupils who took both tests. The concluding data was developed by the following criteria:

No-improvement - no gain or regression over grade placement on pretest.
Some improvement - a gain of one or two months in achievement level from the pre-test to the post-test.
Significant improvement - a gain of more than two months in achievement level from the pre-test to the post-test.

PROGRESS COMPARISONS FOR MIGRANT
PROJECT ACHIEVEMENT TESTING

	No Improvement	Some Improvement	Significant Improv.
Reading	21	10	13
Arith. Computation	14	9	18
Arith. Problem Solving	13	5	21
Language	10	3	11
Spelling	15	5	5

STAFF, LOCAL DISSEMINATION, AND INSERVICE TRAINING

Staff

The staff for the summer project centered around five certificated classroom teachers. Two of these teachers were local teachers and three were employed in other school systems, but worked in the summer project. The question has been raised as to the reason for hiring out of town staff members. In the initial phases of developing the program in the Summer of 1966, most of the local staff members noted intentions of enrolling in a college or university summer session. It was necessary to employ qualified staff members and the staff was recruited from those available applicants. With the beginning of planning for the 1967 summer program several of our local teachers expressed some interest, however, the original staff of the project chose to return a second summer. To support this core staff, the district also employed an art teacher, who worked with pupils from kindergarten through grade six. Also added to the summer program this year was the services of our regularly employed instrumental music teacher and his assistant. The latter was used only one period per day for instruction in rhythm instruments and theory. To further support this staff and provide for better and more expedient communication in the classroom, three bi-lingual aides were provided to assist with the primary level youngsters, plus another aide for grade four. In an endeavor to add further to the areas of cooperation between the school district program and the local Community Services program (OEO) the district provided a half-time college boy who acted as an assistant in the afternoon day care physical education program. The custodial staff consisted of two women who worked split shifts, due to the length of time the day care center was in operation, and one young man who worked regularly at maintenance duties. The food services staff was reduced for the summer program. This became possible when it was noted in the planning stages that some of the migrant women who were taking nurses aide and cooking classes could be available to work in the kitchen.

As a result of this cooperation, the district employed only a food s supervisor, who advised the Community Services food staff on menus, and kitchen maintenance and kept the food services records. In addi to the above staff, a program supervisor was employed. He spent par time with the summer migrant project and part with the Title I remed and arithmetic summer program and staff. Working in the supervisor' was a full time secretary who assisted the supervisor and who was al available to help the staff in various clerical tasks.

Local Dissemination of Materials

The professional staff and the supporting staff of the summer p received information related to the program from the national, state level by means of a weekly staff bulletin printed by the supervisor, staff meetings which were held when a need existed.

In-Service Training

The approach to inservice training for the summer project was a entirely directed toward the lecture - discussion type of sessions. following were considered by local agency to be considerable value a training for the staff. It was required that all professional staff participate.

(1)	Cultural Background and Problems of Educationally Disadvantaged or Migrant Children	Conducted by: Martha With 9 staff members Duration: 3 hours Also: Mrs. Hazel Braz Education Agency, Wit members - Duration 3
(2)	Measurement, Evaluation and Reporting	Conducted by: Alton project supervisor - 6 hours duration.
(3)	Program Planning and Design	Conducted by: Title Department of Educati members present, 4 ho
(4)	General Orientation to Title I Programs and Migrant Programs*	Conducted by: Mrs. M Mrs. Hazel Brazil. M hour with 9 staff mem

In the area of inservice training related specifically to Migrant Programs, we feel that the presence of Mrs. Hazel Brazil, representing the Texas Education Agency, has been of considerable benefit. In working with the classroom teacher in each room, it would be fair to estimate that our staff received at least one day each in valuable training by observing this woman teaching and by their comparing ideas and methods.

Strengths and Weaknesses of the Program

The following are judged by the staff to be the basic strengths and weaknesses of our local summer program.

Weaknesses

(1) Complexities of dealing with wide range of educational needs leaves considerable room for improvement in filling needs of students.

(2) Lack of educational materials and tests with a vocabulary and interest areas keyed to this particular socia-economic group.

(3) Planning problems posed by the fact that teacher aides were immediately involved in the Community Services day care program at the end of the school district's remedial school.

(4) Inadequate concern on the part of migrant adults, especially those employed in the Day Care program, in placing some emphasis on the use of conversational English.

Strengths

(1) Flexibility in scheduling allows more latitude for each teacher to deal with and provide for the individual needs of the group with whom she is working.

(2) An informal classroom atmosphere which lends itself more fully to the encouragement of pupil participation in the classroom activities.

(3) At the upper grade levels, the interchange of ideas which evolved from combining the migrant pupils with non-migrants.

(4) The teacher aide approach to staffing for the remedial program is of considerable benefit to the teachers.

(5) A dedicated attitude on the part of all staff members to the tasks at hand.

FOOD SERVICE SUMMARY

One of the needs of the migrant children is that of a balanced lunch. In planning the summer project a provision was made for such food service. It is noted that this has seemingly contributed to a general healthier appearance of the students. The following is a summary of the pupil and staff lunches served to the children and staff in the project.

U.S.D. #467 Summer Lunch Count

	June	July	Total
School Age Children	1810	1428	3238
Staff	190	187	377
	Summer Total		3615

It is interesting to note the following information related to those servings to the Community Services Day Care participants. (Note: The school district did not bear the cost of these added servings)

BREAKFAST

	June	July	Total
Children	1426	1392	2818
Adults	111	70	181
	Summer Total		2999

LUNCH

	June	July	Total
Children	667	733	1400
Adults	733	682	1415
	Summer Total		2815

AFTERNOON SNACK

	June	July	Total
Children	1480	1798	3278
Adults	259	283	542
	Summer Total		3820

HUMAN INTEREST

We had an Independence Day study and party. Each student reported on something or someone in American history. We made a notebook which included songs, poems, speeches, symbols, movies, etc. from American history. In art the class was divided into three groups working on large American symbols.

A party was planned to celebrate the birthday of our nation. Each student was to make a birthday card and include what they could give to their country.

The table was decorated with patriotic symbols. Each student was given a piece of cake, candy, pop and a flag. Several students who had band instruments brought them and played patriotic songs while the group sang. All this was taped and later played back for the student to listen to.

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One little boy related that he had no shoes. When asked what he had on his feet, he replied "tennies". All of the children were in aggreement that "tennies" were, indeed, not shoes.

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One very sweet little girl informed her teacher that her sister was going to have a baby when they went back to school (September) and went on to relate, "she's not married yet."

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A little seven year old girl remained home one week to care for a younger brother while her mother was in the hospital with a new baby brother. Upon returning to school the little girl was extremely anxious to get home at 2:00 because her mother was going to get groceries and the little girl was going to care for the new baby.

It was very helpful to the kindergarten class when we were able to change the art class from after lunch to the first period when school started. Since not more than ten children could have a turn going to art, the class decided it was a privilege to have their turn. If they caused any trouble in the art room, the classroom teacher took away their regular turn, and after two or three days of watching others go and bring back pictures, they made some good conduct resolutions. One five year old boy tugged on my arm with the biggest smile you ever saw and said, "Me be a good boy all day."

This particular boy needed to resolve to be nice because he never knew the word discipline when he came to school. He had to be told what to do and how to do it continually the first two weeks of school.

* * * * * * * *

The boys who could speak Spanish thought it great sport to swear in Spanish around the teacher and the teacher didn't know what they were saying. Some of the little girls reported what they were saying. The boys were told to speak only English while at school whether on playground or in the classroom.

When recess came one of the least likely pupils informed the children from another class they were supposed to speak English even when playing baseball.

* * * * * * * *

While on the playground an older student asked the teacher why the teachers were so much different in the summer than in winter. This question caused the teacher to give much thought on the subject. The final conclusion was that the students and teachers are much more relaxed during this program.

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The students were asked to write an imaginary conversation. Most of the students chose comic book characters, however, one migrant boy remembered his band lessons. He wrote a very enjoyable conversation between a violin and cello.

The following is typical of the somewhat erratic attendance of the migrant pupil:

One boy was chosen to be the subject for a magazine article. Many plans were made and materials collected so this boy could be followed through a "typical" classroom situation. The day arrived but no boy. He had decided it would be better in the field.

* * * * * * * *

Give them credit, Kindergarteners posess insight - -

On the occasion when our custodian visited the room, I wanted the children to know the names "janitor" and "custodian" and try to remember these English terms after having the lady custodian talk with us about her work.

When she explained they could be helpers for her, she named two things for them to do. When the opportunity was given the children to name these two things, we received numerous admonitions and instructions from the children.

This showed how eager five and six year old children are, and how they know more than we sometimes give them credit for group knowledge of proper conduct.

* * * * * * * *

The students seemed not to be bothered and went on with their studies when adult visitors came to the classroom. However, when visited by a group of junior high age people our students decided this was the time to show off. As a result the students had a written assignment in company manners and pretty well behaved the next time visitors came.

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After taking a field trip to places of interest in Garden City, one follow-up activity was to write thank you letters. One student had not wanted to go on the trip and didn't. He was still required to write a thank you letter. From his letter the teachers could tell he wished he would have taken this opportunity. He was envious of the other students.

The lack of vocabulary and understanding is related by the following:

A group of boys were corrected on the playground by one of the teachers. The student was told he shouldn't be so stubborn. Later this migrant boy came to his regular teacher to ask what the word stubborn meant. These children can pronounce English words and have no idea of what the word means.

KANSAS STATE DEPARTMENT OF PBBLIC INSTRUCTION
DIVISION OF INSTRUCTIONAL SERVICES
TITLE I SECTION

F I N A N C I A L R E P O R T

Preliminary ☐
Final ☒

Unified School District No. 467 — Superintendent W. W. Templer

Leoti, Kansas 67861 — Project Director Alton E. Harris

1.	This report is for project No.	SUMMER MIGRANT
2.	My total allocation for Title I for this fiscal year was	$ 23,812.00
3.	The amount submitted and approved for this particular project was	$ 23,812.00
4.	The total of all federal funds received for the fiscal year, including the amount for summer programs and neglected and delinquent if such were approved under the project	$ 23,812.00
5.	The total amount of all obligations incurred under the project	$ 21,866.21
6.	Outstanding unliquidated obligations	$ ------
7.	Title I federal funds on hand Summer Migrant	$ 1,945.79
8.	Federal funds received but not needed--cash balance	$ 1,945.79
9.	The total of all funds disbursed under the project; broken down by expenditure accounts in the project budget, showing the federal funds disbursed under Title I.	(Use form on next page.)

SECTION II--LOCAL EDUCATION AGENCY

Item I--Project Expenditures

	EXPENDITURE ACCOUNT AS SUBMITTED IN APPLICATION					ACTUAL EXPENDITURES OF FEDERAL FUNDS			
		SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	TOTAL	SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	TOTAL
100	ADMINISTRATION	1,140.00	------	100.00	1,240.00	860.16	------	103.15	963.31
200	INSTRUCTION	12,290.00	------	1,950.00	14,240.00	11,661.09	------	1,995.36	13,656.45
300	ATTENDANCE SERVICES	------	------	------	------	------	------	------	------
400	HEALTH SERVICES	------	------	100.00	100.00	------	------	------	------
500	PUPIL TRANSPORTATION SERVICES	100.00	------	100.00	200.00	35.56	------	100.00	135.56
600	OPERATION OF PLANT	600.00	------	400.00	1,000.00	540.29	------	428.23	968.52
700	MAINTENANCE OF PLANT	850.00	------	50.00	900.00	897.85	------	4.09	901.94
800	FIXED CHARGES	------	------	2,660.00	2,660.00	------	------	2,641.73	2,641.73
900	FOOD SERVICES	600.00	------	2,500.00	3,100.00	616.00	------	1,645.60	2,261.60
1000	STUDENT-BODY ACTIVITIES	------	------	122.00	122.00	------	------	86.35	86.35
1100	COMMUNITY SERVICES	------	------	50.00	50.00	------	------	42.00	42.00
1200c	REMODELING (Less than $2000)	------	------	200.00	200.00	------	------	208.75	208.75
1230	EQUIPMENT	------	------	------	------	------	------	------	------
	TOTALS	15,580.00	------	8,232.00	23,812.00	14,610.95	------	7,255.26	21,866.21